



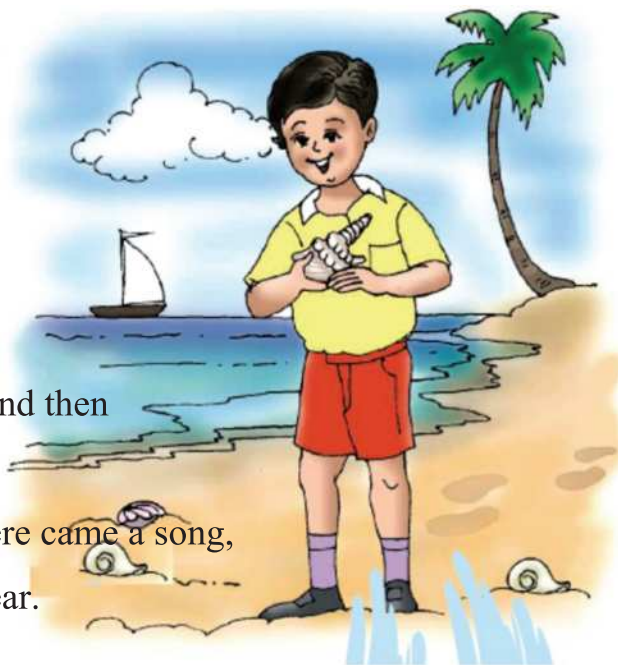
UNIT VI

Have you ever collected shells? Enjoy this poem about a shell that sings.

Sea Song

I found a shell, a curly one,
Lying on the sand.
I picked it up and took it home,
Cold inside my hand.

Mummy looked at it and then
She held it to my ear,
And from the shell there came a song,
Soft and sweet and clear.



I was surprised – I listened hard,
But it was really true.
I wish you'd find a nice big shell
And hear it singing too!

New words

shell, held, surprised, curly, clear

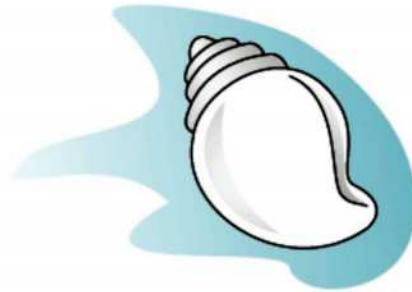




Reading is fun



1. Where did the child find the sea shell?
2. What did the child do with the shell?
3. What did the child hear?



Word building



- i. Pick the rhyming words from this box and pair them in the spaces below. The first has been done for you.

found	cold	took	sand	mummy
look	hand	sound	bold	tummy
1. found	2. _____	3. _____	4. _____	5. _____
sound	_____	_____	_____	_____

- ii. Fill in the blanks with the opposite word choosing from the box below. The first one is done for you.

hot	false	short	straight	drop	soft
go	small	give	outside	bitter	lost

found	lost	take	_____
hard	_____	big	_____
inside	_____	come	_____
pick	_____	cold	_____
true	_____	sweet	_____
curly	_____	tall	_____



Let's write



The Sea is Big

The sea is big.

It is very, very big.

You cannot see the other side of the sea.

You can cross the sea in a ship,

But you must go for many, many days.

Choose the right words:

1. The sea is very, very _____ (big/far).
2. You cannot _____ (hear/see) the other side.
3. You _____ (can/cannot) cross the sea.
4. You can cross it in a _____. (bus/ship)

Say aloud



She sells sea-shells.

She sells sea-shells on the sea-shore.



Read the following:

Silence

Birds sing.

Phones ring.

People talk.

Dogs bark.

Cows moo.

Cocks crow.

Bees buzz.

Children hush!



Match the phrases with the picture:

A singing bird



A mooing cow



A ringing phone



A barking dog



A crowing cock

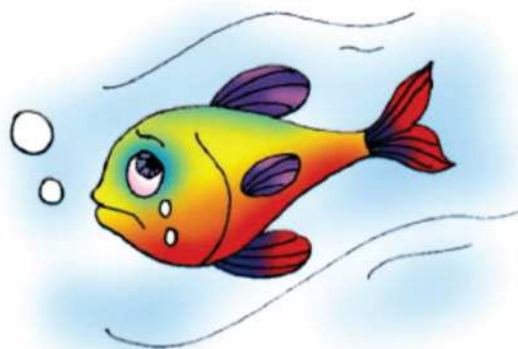




A Little Fish Story

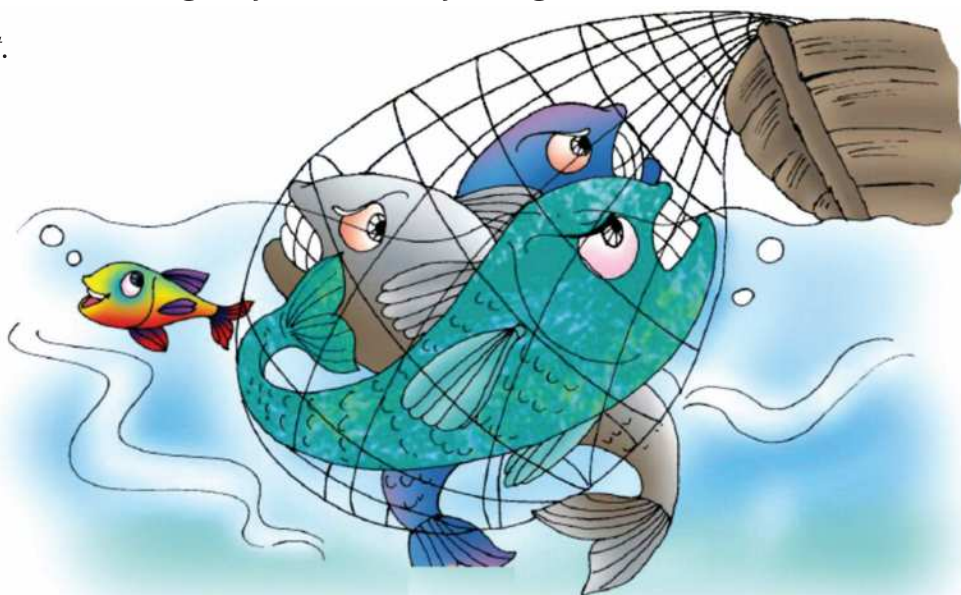
There are a great many million fish in the sea, but this story is about just one of them, and a very small one.

Now this little fish had everything in the sea to make him contented, but he was not happy. You will laugh when I tell you why he was not. He was unhappy because he was very small.



“It is very hard to be such a little mite of a fish!” he would say, over and over again. “If I were only larger, how much happier I could be!” And he said it so many times that I think he believed it.

One day he was swimming along with the rest of his school and thinking, no doubt, how much more the larger fish had to be thankful than he, when suddenly, with no warning, he found himself along with his shoal in the meshes of a great net.





There was much floundering and splashing as the net was drawn up out of the water into the sunlight, and just as its haul was being emptied into the boat, the smallest fish in the shoal wriggled through the mesh and slipped back into the cool clear water. How good it felt!

He swam here and there and everywhere, and some of the fish who knew him well all the rest of his life, said that they never again heard him say that he wished to be anything but a *little* fish.

(Enos B. Comstock)



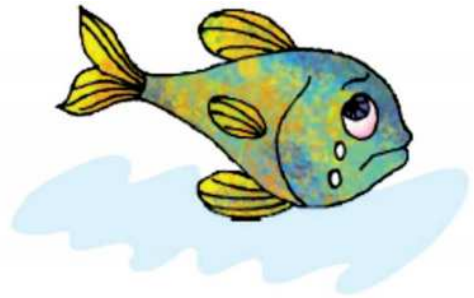
New words

million, floundering, mesh, haul, contented, splashing, emptied, wriggled, warning

Reading is fun



1. How many fish are there in the sea?
2. Why was the little fish unhappy?
3. What happened to the little fish one day?
4. Why was the fish thankful to be a little fish?





Talk time



1. Imagine you are a little fish. Describe what you see around.
2. In your class, talk about the time you were caught doing something you were not supposed to do. You can discuss it in your own language as well as in English.

Word building



look looked

pick _____

bark _____

want _____

talk _____

wish _____

pull _____

help _____

2. Fill in the blanks with the right word from the box:

paper	flowers	water	matches	cows	wolves
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a glass of _____

a bunch of _____

a box of _____

a herd of _____

a sheet of _____

a pack of _____

Let's write

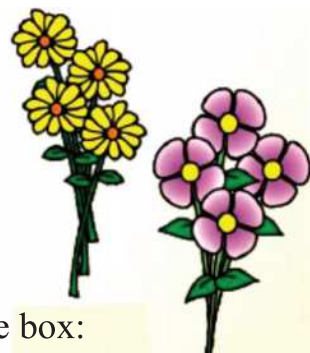


Look at the following sentence:

If I were only larger, how much happier I could be!

Make more sentences like this using the words from the box:

taller	thinner	smaller	cleverer	younger	older
--------	---------	---------	----------	---------	-------



1. If I were only _____, how much happier I could be!



2. If I were only _____.
3. _____.
4. _____.
5. _____.
6. _____.

Say aloud



blunder wonder thunder plunder flounder

Song time



Singing or Crying?

Irfan sings a song.

Venu looks at him.

“Why are you crying, Irfan?” he asks.

Irfan says, “I’m not crying.

I’m singing an English song!”

Choose the right words from the sentences given below:

1. Irfan sings/dances _____.
2. Venu _____ (looks/shouts) at him.
3. Venu thinks Irfan is _____ (crying/laughing).
4. Irfan is _____ (singing/saying) a song.
5. The song is in _____ (English/Kashmiri/Dogri/Ladakhi).



Grammar Work



A conjunction is a part of speech which joins two sentences/words without changing their meaning.

The rose is a flower. *The rose* is the king of flowers.

Rose is a flower and the king of flowers.

Now join the sentences given below by using a conjunction:

1. Rafia cooks food. Rafia makes cake.
2. _____
Adnan plays violin. Adnan plays flute.
3. _____
Misbah plays hockey. Misbah plays cricket
4. _____
Rainu loves to sing. Rainu loves to dance
5. _____
Friendship club went to a cinema. Friendship club went to an ice cream parlour.

A. Complete the following sentences:

1. The shortest month is
2. Three months beginning with the letter 'J' are
3. The two days in the week, the names of which begin with the letter 'T,' are and.....
4. The school week starts on Monday, which is the day of the week.
5. The names of three months end in *-ember*: these months are, and
6. is the third month of the year.
7. There are seven days in a week, so midday is the fourth day, which is



‘And’, the joining word

Read these sentences:

I love to sing. I love to dance.

Can you join these sentences together?

Hint: Think of the easiest way to do so!

Here it is –

I love to sing and dance.

‘**And**’ is a word which joins sentences.

The word ‘**and**’ is called a **conjunction**.

Let us see how this works.

1. Arsalan went to the park. Arsalan met Adnan.

Arsalan went to the park **and** he met Adnan.

2. We went to the circus. We saw the clown.

We went to the circus **and** saw the clown

3. It was a holiday. We planned to go to the zoo.

It was a holiday, **so** we planned to go to the zoo.

4. My cousins had come from Jammu. We all went down to the beach for a swim.

My cousins had come from Jammu **and** we all went down to the beach for a swim.



Use ‘and’ to join the following sentences:

1. Mahi went to the garden. She watered the plants.



.....

.....

2. The plants were of different sizes. The flowers were of different colours.

.....

.....

3. Mahi liked one flower the best. She wanted to pluck it.

.....

.....

.....

4. She went close to the flower. She stretched out her hand.



.....

.....

.....

5. Just then her mother came out of the house. She called out to Mahi.

.....

.....

6. Her mother came over to Mahi. She told her many things about plants.



7. Her mother told her that plants are living. Plants need food.

.....

.....

8. She told Mahi that plants breathe. They also feel pain.

.....

.....

9. She told her that plants too feel happy. They swing in the rain and sway in the wind.

.....

.....

10. Mahi made up her mind. She decided never to hurt a plant again.

.....

.....





TEACHER'S PAGE _____ UNIT VI

THEMES

- Water, Sea *and* Sounds.
- The importance of water in our lives.
- Life in a Sea.

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem aloud.
- Encourage children to recite the poem with appropriate actions and gestures.
- Help children to find rhyming words and opposites.
- Explain the difficult words in the text.
- Let children try to say the tongue-twister (She sells sea-shells...) aloud as clearly as they can. These and some more like *Shoes and socks shock Shyam, Bring back buttons, beans, and buns etc.*, can be said quite slowly at first and the speed can be increased later.
- Encourage children to make different sounds.
- The story can be read aloud with expressions and gestures. The Children can be given ideas and opportunities to express themselves. Word-building can become an interesting game as children practise correct pronunciation and build up words.
- You can talk about disaster management mitigation as in the case of accidents, floods, fire and earthquakes. What are the safety measures to be taken? How can we help victims? Introduce terms like 'tsunami'. Let them talk about stories they have heard about the tsunami, earthquakes, etc.
- Ask children whether they eat fish. Tell them about the different kinds of fish in the sea and other water animals, big and small.
- This unit can introduce important issues like water pollution and its harmful effects on water bodies.

